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ABSTRACT

This annotated bibliography was developed from a survey of the Professors of Educational Research (PER), a special interest group within the American Educational Research Association, to gather faculty recommendations in a standard manner that would permit comparisons of texts within subject areas. Subject areas addressed are introduction to educational research, introductory and intermediate statistics, introductory and advanced measurement, and experimental design. Structured responses were solicited from PER members in terms of their recommendations on the following topics: (a) the eventual orientation (consumer, producer) and degree sought by the students using the text; (b) the level of quantitative and verbal ability required of students to use the text; (c) the organization of material as to its sufficiency in terms of sequence, variety, and detail; (d) the technical accuracy of the content and the level of scientific and mathematical language employed; and (e) perceptions of student reactions to the books. Respondents were also asked to list significant omissions and to make further relevant comments. (PD)

A E R A

SIU: Professors of Educational Research

TEXT SURVEY

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U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
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EDUCATION POSITION OR POLICY

Presented to the Membership
at the
American Educational Research
Association Meeting
Chicago, Illinois

April 15-19, 1974

INTRODUCTION

The following annotated bibliography was developed from a survey of the membership of the AERA Special Interest Group: Professors of Educational Research (SIG:Per). The purpose of the survey was to gather faculty recommendations in a standard manner that would permit comparisons of texts within subject areas. The specific subject areas addressed were: introduction to educational research, introductory and intermediate statistics, introductory and advanced measurement, and experimental design.

Structured responses were solicited from PER members in terms of their recommendations on the following topics: (1) the eventual orientation (consumer, producer) and degree sought by the students using the text, (2) the level of quantitative and verbal ability required of students to use the text, (3) the organization of the material as to whether it was sufficient in terms of sequence, variety and detail, (4) the technical accuracy of the content and the level of scientific and mathematical language employed, and (5) their perceptions of student reactions to the book. In addition, respondents were asked to list significant omissions and further relevant comments. While the variables listed above are not exhaustive, they were felt pertinent by the authors and a selected group of their colleagues who field tested the instrument.

The bibliography contains reviews of eleven introductory research texts, eight statistics related texts, and six measurement texts which are by no means exhaustive of those available in the respective fields. However, the distribution of texts reviewed by the thirty-four respondents will perhaps indicate those texts most frequently used and provide comparative information on that limited sample.

The format of the text annotations is perhaps somewhat unusual. After considerable discussion and the actual synthesis of the data into

narrative annotations, it was agreed that from a comparative standpoint the data might best be presented in raw form. In other words, the frequency and distribution of responses for the structured items for each book are presented on a modified survey instrument. Significant omissions and comments were collated and edited only in form. The content of the statements are the perceptions of the respondents; they were not validated by the supplier of the bibliography.

The resulting document not only allows for the comparison of standard texts but may provide direction in book revision and for new authors in the development of their texts. Furthermore, this project, coupled with others being conducted by SIG:PER, should provide instructors with a wealth of information for course design and revision. We hope that the membership of the SIG:PER will consider conducting activities of this sort on a scheduled, periodic basis using this initial effort as a guide for more comprehensive reviews. While this is a nontrivial task, it is felt that ultimate value in terms of instructional development will outweigh the effort involved.

RESEARCH METHODOLOGY

SIG:PER
Text Survey

Ary, Donald, Lucy C. Jacobs and Asghar Razavieh Introduction to Research in Education, Holt, Rinehart & Winston Inc., N.Y. 1972

Number of Reviewers = 1

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

- a. producers of....(e.g. research)
- b. largely producers, some consumers of.... (e.g. research)
- c. largely consumers, some producers of.... (e.g. research)
- d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of the material: check on

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

4. Would you recommend this book for (check all that apply):

- a. undergraduates.
- b. master's students--require of all students.
- c. master's students particularly interested in the topic
- d. doctoral students--require of all students.
- e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

- a. none.
- b. descriptive statistics only.
- c. some inference, e.g. chi-square, t-tests.
- d. more inference, e.g. fixed effects ANOVA, multiple correlation.
- e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

- a. enthusiastic.
- b. fairly positive.
- c. mixed: some positive.
- d. neutral.
- e. somewhat negative.
- f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable
Is the overall conceptual development of this text:- (check one)

- a. outstanding.
- b. good.
- c. somewhat poor.
- d. very poor.

8. Is the breadth (variety) of topic coverage (check one):

- a. entirely adequate.
- b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

- a. entirely adequate.
- b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

10. The technical accuracy of the book is (check one):

- a. excellent.
- b. generally good.
- c. poor--some significant errors.
- d. very poor--many significant errors.

11. The level of scientific and/or mathematical language is (check one):

- a. difficult for students even with class discussion.
- b. understandable with class discussion.
- c. understandable without class discussion.
- d. trivial for students at this level.

12. Please list significant omissions (open ended).

SIG:PER
Text Survey

Best, John W. Research in Education, 2nd ed. Englewood Cliffs: Prentice Hall, 1970

Number of Reviewers ≈ 2

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

- a. producers of....(e.g. research)
- b. largely producers, some consumers of.... (e.g. research)
- c. largely consumers, some producers of.... (e.g. research)
- d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of the material: check one

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

4. Would you recommend this book for (check all that apply):

- a. undergraduates.
- b. master's students--require of all students.
- c. master's students particularly interested in the topic
- d. doctoral students--require of all students.
- e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

- a. none.
- b. descriptive statistics only.
- c. some inference, e.g. chi-square, t-tests.
- d. more inference, e.g. fixed effects ANOVA, multiple correlation.
- e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

- a. enthusiastic.
- b. fairly positive.
- c. mixed: some positive.
- d. neutral.
- e. somewhat negative.
- f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable
Is the overall conceptual development of this text: (check one)

- a. outstanding.
- b. good.
- c. somewhat poor.
- d. very poor.

8. Is the breadth (variety) of topic coverage (check one):

- 1 a. entirely adequate.
- 1 b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

- 1 a. entirely adequate.
- 1 b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

10. The technical accuracy of the book is (check one):

- 1 a. excellent.
- 1 b. generally good.
- c. poor---some significant errors.
- d. very poor---many significant errors.

11. The level of scientific and/or mathematical language is (check one):

- a. difficult for students even with class discussion.
- 1 b. understandable with class discussion.
- 1 c. understandable without class discussion.
- d. trivial for students at this level.

12. Please list significant omissions (open ended).

"Weak treatment of Reliability and Validity."

13. Further comments:

"This book is particularly good for students who have no plans to pursue the subject beyond the introductory level."

"Judging from student reactions, I believe this book to be more appropriate for the neophyte researcher than most other general research books on the market."

SIG:HTR
Text Survey

Borg, Walter and Meredith Gall. Educational Research, An Introduction,
2nd Edition, David McKay Company, Inc., 1971.

Number of Reviewers = 4

Referring to the text as you think it may, please respond to the following items in terms of your recommendations for its use.

1. Students' general orientation to the text of the book (check one)

- a. producers of... (e.g. research)
- b. largely producers, some consumers of... (e.g. research)
- c. largely consumers, some producers of... (e.g. research)
- d. exclusively consumers of... (e.g. research)

2. Level of quantitative ability required for students' comprehension of the material: (check one)

- 1 a. below average is sufficient.
- 3 b. average.
- c. above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

- 4 a. below average is sufficient.
- b. average.
- c. above average is necessary.

4. Would you recommend this book for (check all that apply):

- 1 a. undergraduates.
- 3 b. master's students--require of all students.
- 1 c. master's students particularly interested in the topic
- 2 d. doctoral students--require of all students.
- e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

- 2 a. none.
- b. descriptive statistics only.
- 2 c. some inference, e.g. chi-square, t-tests.
- d. more inference, e.g. fixed effects ANOVA, multiple correlation.
- e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are probably (check one):

- 1 a. enthusiastic.
- 2 b. fairly positive.
- 1 c. mixed: some positive.
- d. neutral.
- e. somewhat negative.
- f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable
Is the overall conceptual development of this text: (check one)

- a. outstanding.
- b. good.
- c. somewhat poor.
- d. very poor.

8. Is the breadth (variety) of topic coverage (check one):

- a. entirely adequate.
- b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

- a. entirely adequate.
- b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

10. The technical accuracy of the book is (check one):

- a. excellent.
- b. generally good.
- c. poor--some significant errors.
- d. very poor--many significant errors.

11. The level of scientific and/or mathematical language is (check one):

- a. difficult for students even with class discussion.
- b. understandable with class discussion.
- c. understandable without class discussion.
- d. trivial for students at this level.

12. Please list significant omissions (open ended),

"None, for a first course in the field."

Borg and Gall (continued)

13. Further comments:

"Poor table of contents."

"Too wordy (as seen by students)."

"I supplement the above book with:

Cook, David R. A Guide to Educational Research, Allyn and Bacon (Includes sample studies).

Elzey, Freeman F. A First Reader in Statistics, Brooks/Cole (Wadsworth), (Statistical Concepts)."

"I am supplementing Borg and Gall with my own stat pamphlet Statistics for Research and Measurement, Gerhard Lang, Montclair State College, New Jersey."

"First edition of this text was more teachable than this second edition. Book still in use in the 1960's for an introductory course in education research."

SIG:PER
Text Survey

Englehart, Max Methods of Education Research, Rand McNally & Company,
Chicago 1972

Number of Reviewers = 2

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

- a. producers of....(e.g. research)
- b. largely producers, some consumers of.... (e.g. research)
- c. largely consumers, some producers of.... (e.g. research)
- d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of the material: check on

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

4. Would you recommend this book for (check all that apply):

- a. undergraduates.
- b. master's students--require of all students.
- c. master's students particularly interested in the topic
- d. doctoral students--require of all students.
- e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

- a. none.
- b. descriptive statistics only.
- c. Some inference, e.g. chi-square, t-tests.
- d. more inference, e.g. fixed effects ANOVA, multiple correlation.
- e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

- a. enthusiastic.
- b. fairly positive.
- c. mixed: some positive.
- d. neutral.
- e. somewhat negative.
- f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable
is the overall conceptual development of this text: (check one)

- 1 a. outstanding.
- 1 b. good.
- c. somewhat poor.
- d. very poor.

8. Is the breadth (variety) of topic coverage (check one):

- 1 a. entirely adequate.
- 1 b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

- 2 a. entirely adequate.
- b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

10. The technical accuracy of the book is (check one):

- 1 a. excellent.
- 1 b. generally good.
- c. poor--some significant errors.
- d. very poor--many significant errors.

11. The level of scientific and/or mathematical language is (check one):

- a. difficult for students even with class discussion.
- 1 b. understandable with class discussion.
- 1 c. understandable without class discussion.
- d. trivial for students at this level.

12. Please list significant omissions (open ended).

SIG:PER
Text Survey

Helmstaeter, G.C. Research Concepts in Human Behavior: Education Psychology, Sociology, Appleton Century Crofts, N.Y. 1970

Number of Reviewers = 1

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

- a. producers of....(e.g. research)
- b. largely producers, some consumers of.... (e.g. research)
- c. largely consumers, some producers of.... (e.g. research)
- d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of the material: check one

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

4. Would you recommend this book for (check all that apply):

- a. undergraduates.
- b. master's students--require of all students.
- c. master's students particularly interested in the topic
- d. doctoral students--require of all students.
- e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

- a. none.
- b. descriptive statistics only.
- c. some inference, e.g. chi-square, t-tests.
- d. more inference, e.g. fixed effects ANOVA, multiple correlation.
- e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

- a. enthusiastic.
- b. fairly positive.
- c. mixed: some positive.
- d. neutral.
- e. somewhat negative.
- f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable
Is the overall conceptual development of this text: (check one)

- a. outstanding.
- b. good.
- c. somewhat poor.
- d. very poor.

8. Is the breadth (variety) of topic coverage (check one):

- 1 a. entirely adequate.
- b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

- 1 a. entirely adequate.
- b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

10. The technical accuracy of the book is (check one):

- 1 a. excellent.
- b. generally good.
- c. poor--some significant errors.
- d. very poor--many significant errors.

11. The level of scientific and/or mathematical language is (check one):

- 1 a. difficult for students even with class discussion.
- b. understandable with class discussion.
- c. understandable without class discussion.
- d. trivial for students at this level.

12. Please list significant omissions (open ended).

13. Further comments:

"One of the two or three best available for Master's level
(largely-consumer or omnibus) course."

SIG:PER
Text Survey

Kerlinger, Fred N. Foundations of Behavioral Research: Educational & Psychology Inquiry, Holt, Rinehart & Winston, Inc. N.Y., 2nd ed. 1973

Number of Reviewers = 6

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

- 2 a. producers of....(e.g. research)
- 1 b. largely producers, some consumers of.... (e.g. research)
- 3 c. largely consumers, some producers of.... (e.g. research)
- 1 d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of the material: check on

- 1 a. below average is sufficient.
- 3 b. average.
- 3 c. above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

- 1 a. below average is sufficient.
- 4 b. average.
- 2 c. above average is necessary.

4. Would you recommend this book for (check all that apply):

- 1 a. undergraduates.
- 1 b. master's students--require of all students.
- 2 c. master's students particularly interested in the topic
- 4 d. doctoral students--require of all students.
- 3 e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

- 1 a. none.
- 1 b. descriptive statistics only.
- 4 c. some inference, e.g. chi-square, t-tests.
- 1 d. more inference, e.g. fixed effects ANOVA, multiple correlation.
- 1 e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

- 1 a. enthusiastic.
- 3 b. fairly positive.
- 2 c. mixed: some positive.
- 1 d. neutral.
- 1 e. somewhat negative.
- 1 f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable
is the overall conceptual development of this text: (check one)

5 a. outstanding.
1 b. good.
1 c. somewhat poor.
 d. very poor.

8. Is the breadth (variety) of topic coverage (check one):

4 a. entirely adequate.
2 b. fairly adequate.
 c. some significant omissions.
 d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

5 a. entirely adequate.
1 b. fairly adequate.
 c. some significant omissions.
 d. entirely inadequate.

10. The technical accuracy of the book is (check one):

6 a. excellent.
 b. generally good.
 c. poor--some significant errors.
 d. very poor--many significant errors.

11. The level of scientific and/or mathematical language is (check one):

1 a. difficult for students even with class discussion.
5 b. understandable with class discussion.
 c. understandable without class discussion.
 d. trivial for students at this level.

12. Please list significant omissions (open ended).

"It attempts to cover so much territory (statistics, tests, measurements, research designs etc.) that, unless the student has a good background from other sources, comprehension often suffers. 2nd edition is much better."

"Nothing on the developing area of evaluation as distinct from research."

"It is primarily based on experimental methods of research. As a result it does a very light treatise on historical or library approach to research."

Kerlinger (continued)

13. Further comments.

"All Masters level people are required to take the intro course at this University. Over the last five years, I have tried lower priced texts. The students, however, complain. Their complaint is that they end up having to read Kerlinger any way because he covers the material so much better than the others."

"Outstanding for all graduate students except perhaps those who are learning about research only as consumers at Master's level. Maybe the most important single book for the student's library."

"Definitely advanced -- and selective in content."

"Other sources required to fill in and complement the coverage. Really an experimental designs (rather than a basic research) text."

SIG:PER
Text Survey

Lehmann, I.J. and W.A. Mehrens Educational Research: Readings in Focus,
Holt, Rinehart & Winston, N.Y. 1971

Number of Reviewers = 2

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

- a. producers of....(e.g. research)
- b. largely producers, some consumers of.... (e.g. research)
- c. largely consumers, some producers of.... (e.g. research)
- d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of the material: check on

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

4. Would you recommend this book for (check all that apply):

- a. undergraduates.
- b. master's students--require of all students.
- c. master's students particularly interested in the topic
- d. doctoral students--require of all students.
- e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

- a. none.
- b. descriptive statistics only.
- c. Some inference, e.g. chi-square, t-tests.
- d. more inference, e.g. fixed effects ANOVA, multiple correlation.
- e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

- a. enthusiastic.
- b. fairly positive.
- c. mixed: some positive.
- d. neutral.
- e. somewhat negative.
- f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable is the overall conceptual development of this text: (check one)

2 a. outstanding.
 b. good.
 c. somewhat poor.
 d. very poor.

8. Is the breadth (variety) of topic coverage (check one):

1 a. entirely adequate.
1 b. fairly adequate.
 c. some significant omissions.
 d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

2 a. entirely adequate.
 b. fairly adequate.
 c. some significant omissions.
 d. entirely inadequate.

10. The technical accuracy of the book is (check one):

2 a. excellent.
 b. generally good.
 c. poor--some significant errors.
 d. very poor--many significant errors.

11. The level of scientific and/or mathematical language is (check one):

1 a. difficult for students even with class discussion..
 b. understandable with class discussion.
1 c. understandable without class discussion.
 d. trivial for students at this level.

12. Please list significant omissions (open ended).

"Single subject designs."

"Experimental section: generally poor selection of good applied experimental studies."

"Explanatory vs. descriptive surveys."

"No evaluation studies section."

"Some studies require high level of statistical background."

Lehmann and Mehrens (continued)

13. Further comments:

"I like publication of rejoinders to articles but, I do not appreciate fictitious research insertion."

"Generally, good variety of studies are given."

"Good for a Master's-level consumers' course."

SIG:PER
Text Survey

Mouly, George J. The Science of Educational Research, 2nd Edition,
Van Nostrand Reinhold Company, N.Y. 1970

Number of Reviewers = 3

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

- a. producers of....(e.g. research)
- b. largely producers, some consumers of.... (e.g. research)
- c. largely consumers, some producers of.... (e.g. research)
- d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of the material: check one

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

4. Would you recommend this book for (check all that apply):

- a. undergraduates.
- b. master's students--require of all students.
- c. master's students particularly interested in the topic
- d. doctoral students--require of all students.
- e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

- a. none.
- b. descriptive statistics only.
- c. some inference, e.g. chi-square, t-tests.
- d. more inference, e.g. fixed effects ANOVA, multiple correlation.
- e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

- a. enthusiastic.
- b. fairly positive.
- c. mixed: some positive.
- d. neutral.
- e. somewhat negative.
- f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable
Is the overall conceptual development of this text: (check one)

1 a. outstanding.
2 b. good.
 c. somewhat poor.
 d. very poor.

8. Is the breadth (variety) of topic coverage (check one):

1 a. entirely adequate.
2 b. fairly adequate.
 c. some significant omissions.
 d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

 a. entirely adequate.
3 b. fairly adequate.
 c. some significant omissions.
 d. entirely inadequate.

10. The technical accuracy of the book is (check one):

1 a. excellent.
2 b. generally good.
 c. poor--some significant errors.
 d. very poor--many significant errors.

11. The level of scientific and/or mathematical language is (check one):

 a. difficult for students even with class discussion.
1 b. understandable with class discussion.
1 c. understandable without class discussion.
1 d. trivial for students at this level.

12. Please list significant omissions (open ended).

13. Further Comments:

"Statistical inference is presented in such a manner that the instructor can be quite flexible in his presentation. This, rather than being detrimental, is a strength."

"A student workbook with 2500 multiple choice test items is also available."

SIG:PER
Text Survey

Sax, Gilbert Empirical Foundations of Educational Research, Englewood Cliffs: Prentice Hall, 1967

Number of Reviewers = 1

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

- a. producers of....(e.g. research)
- b. largely producers, some consumers of.... (e.g. research)
- c. largely consumers, some producers of.... (e.g. research)
- d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of the material: check on

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

4. Would you recommend this book for (check all that apply):

- a. undergraduates.
- b. master's students--require of all students.
- c. master's students particularly interested in the topic
- d. doctoral students--require of all students.
- e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

- a. none.
- b. descriptive statistics only.
- c. some inference, e.g. chi-square, t-tests.
- d. more inference, e.g. fixed effects ANOVA, multiple correlation.
- e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

- a. enthusiastic.
- b. fairly positive.
- c. mixed: some positive.
- d. neutral.
- e. somewhat negative.
- f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable
is the overall conceptual development of this text: (check one)

- a. outstanding.
- b. good.
- c. somewhat poor.
- d. very poor.

8. Is the breadth (variety) of topic coverage (check one):

- a. entirely adequate.
- b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

- a. entirely adequate.
- b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

10. The technical accuracy of the book is (check one):

- a. excellent.
- b. generally good.
- c. poor--some significant errors.
- d. very poor--many significant errors.

11. The level of scientific and/or mathematical language is (check one):

- a. difficult for students even with class discussion.
- b. understandable with class discussion.
- c. understandable without class discussion.
- d. trivial for students at this level.

12. Please list significant omissions (open ended).

SIG:PER
Text Survey

Travers, Robert W. *Essentials of Learning*, 2nd Edition, Macmillan, N.Y.
1967

Number of Reviewers = 1

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

- a. producers of....(e.g. research)
- b. largely producers, some consumers of.... (e.g. research)
- c. largely consumers, some producers of.... (e.g. research)
- d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of the material: check on

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

4. Would you recommend this book for (check all that apply):

- a. undergraduates.
- b. master's students--require of all students.
- c. master's students particularly interested in the topic
- d. doctoral students--require of all students.
- e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

- a. none.
- b. descriptive statistics only.
- c. some inference, e.g. chi-square, t-tests.
- d. more inference, e.g. fixed effects ANOVA, multiple correlation.
- e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

- a. enthusiastic.
- b. fairly positive.
- c. mixed: some positive.
- d. neutral.
- e. somewhat negative.
- f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable
is the overall conceptual development of this text: (check one)

- a. outstanding.
- b. good.
- c. somewhat poor.
- d. very poor.

8. Is the breadth (variety) of topic coverage (check one):

- a. entirely adequate.
- b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

- a. entirely adequate.
- b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

10. The technical accuracy of the book is (check one):

- a. excellent.
- b. generally good.
- c. poor--some significant errors.
- d. very poor-many significant errors.

11. The level of scientific and/or mathematical language is (check one):

- a. difficult for students even with class discussion.
- b. understandable with class discussion.
- c. understandable without class discussion.
- d. trivial for students at this level.

12. Please list significant omissions (open ended).

13. Further comments:

"A bit too theoretical -- does not always get down to details."

SIG:HER
Text Survey

Tuckman, Bruce Conducting Educational Research, Harcourt-Brace, N.Y. 1972

Number of Reviewers: 2

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

- a. producers of....(e.g. research)
- b. largely producers, some consumers of.... (e.g. research)
- c. largely consumers, some producers of.... (e.g. research)
- d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of the material: check one

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

4. Would you recommend this book for (check all that apply):

- a. undergraduates.
- b. master's students--require of all students.
- c. master's students particularly interested in the topic
- d. doctoral students --require of all students.
- e. doctoral students particularly interested in the topic.

5. What statistical background is necessary for comprehension of the materials? (check one)

- a. none.
- b. descriptive statistics only.
- c. some inference, e.g. chi-square, t-tests.
- d. more inference, e.g. fixed effects ANOVA, multiple correlations.
- e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

- a. enthusiastic.
- b. fairly positive.
- c. mixed: some positive.
- d. neutral.
- e. somewhat negative.
- f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable
Is the overall conceptual development of this text: (check one)

- a. outstanding.
- b. good.
- c. somewhat poor.
- d. very poor.

8. Is the breadth (variety) of topic coverage (check one):

- a. entirely adequate.
- b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

- a. entirely adequate.
- b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

10. The technical accuracy of the book is (check one):

- a. excellent.
- b. generally good.
- c. poor--some significant errors.
- d. very poor--many significant errors.

11. The level of scientific and/or mathematical language is (check one):

- a. difficult for students even with class discussion.
- b. understandable with class discussion.
- c. understandable without class discussion.
- d. trivial for students at this level.

12. Please list significant omissions (open ended).

"Chapter 10 - Using procedures for data processing, is not useful
in the situation on our campus.

13. Further comments:

"The text is experiment oriented and does not give an adequate
treatment to descriptive research methodology. A better balance
between experimental and descriptive research methods would be
more desirable."

"Tuckman's treatment of hypothesis and operational definitions is
the best I have seen anywhere."

SIGART
Text Survey

VauDalen, Deobold Understanding Educational Research: An Introduction,
3rd Edition, McGraw-Hill Book Company, N.Y. 1973

Number of Reviewers: 5

Referring to the text above and its subject, please respond to the following items in terms of what is required for its use.

1. Students' eventual interest in the topic of the book (check one)

- 1 a. producers of knowledge
- 2 b. largely producers of knowledge (e.g. research)
- 2 c. largely consumers of knowledge (e.g. research)
- 1 d. exclusively consumers of knowledge (research)

2. Level of quantitative ability required for students' comprehension of the material. (check one)

- 1 a. below average is sufficient
- 4 b. average
- c. above average is necessary

3. Level of verbal ability required for comprehension of the material: (check one)

- 1 a. below average is sufficient
- 5 b. average
- c. above average is necessary

4. Would you recommend this book for (check all that apply):

- 1 a. undergraduates
- 4 b. master's students--require of all students
- 2 c. master's students particularly interested in the topic
- d. doctoral students--require of all students
- e. doctoral students particularly interested in the topic

5. What statistics background is necessary for comprehension of the materials? (check one)

- 2 a. none
- 1 b. descriptive statistics only
- 2 c. some inference, e.g. chi-square, t-tests
- d. more inference, e.g. three factors ANOVA, multiple correlation
- e. extensive background, e.g. factor analysis, multivariate models

6. Student reactions to the text are primarily (check one):

- a. enthusiastic
- 1 b. fairly positive
- 4 c. mixed: some positive
- d. neutral
- e. somewhat negative
- f. quite negative

7. Assuming that a sequential order of topic presentation is desirable is the overall conceptual development of this text: (check one)

- a. outstanding.
- b. good.
- c. somewhat poor.
- d. very poor.

8. Is the breadth (variety) of topic coverage (check one):

- a. entirely adequate.
- b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

- a. entirely adequate.
- b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

10. The technical accuracy of the book is (check one):

- a. excellent.
- b. generally good.
- c. poor--some significant errors.
- d. very poor--many significant errors.

11. The level of scientific and/or mathematical language is (check one):

- a. difficult for students even with class discussion.
- b. understandable with class discussion.
- c. understandable without class discussion.
- d. trivial for students at this level.

12. Please list significant omissions (open ended).

"In the third edition (1973) the statistics has been relegated to the appendices. This is a major shortcoming of the book, and I will change books on this account."

"There were no references to explanatory vs. descriptive surveys or evaluation methodology."

"The appendices omit statistical tables, provide a poor treatment of variance. Also, they omit t-test and one-way ANOVA--goes to two-way fixed effects model."

VanDalen (continued)

13. Further Comments:

"A good text - oriented toward consumer"

"The 3rd Edition is inferior to 2nd Edition I expect to change next year."

"Report writing, chapter 12, is thin and virtually useless - particularly in reviews of literature, stylistics, and term paper usage."

SIG:PER
 Text Survey

Wiersma, William Research Methods in Education: An Introduction,
 Lippincott, Philadelphia 1969

Number of Reviewers = 4

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

- a. producers of....(e.g. research)
- b. largely producers, some consumers of.... (e.g. research)
- c. largely consumers, some producers of.... (e.g. research)
- d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of the material: check on

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

4. Would you recommend this book for (check all that apply):

- a. undergraduates.
- b. master's students--require of all students.
- c. master's students particularly interested in the topic
- d. doctoral students--require of all students.
- e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

- a. none.
- b. descriptive statistics only.
- c. some inference, e.g. chi-square, t-tests.
- d. more inference, e.g. fixed effects ANOVA, multiple correlation.
- e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

- a. enthusiastic.
- b. fairly positive.
- c. mixed: some positive.
- d. neutral.
- e. somewhat negative.
- f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable
is the overall conceptual development of this text: (check one)

- a. outstanding.
- b. good.
- c. somewhat poor.
- d. very poor.

8. Is the breadth (variety) of topic coverage (check one):

- a. entirely adequate.
- b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

- a. entirely adequate.
- b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

10. The technical accuracy of the book is (check one):

- a. excellent.
- b. generally good.
- c. poor--some significant errors.
- d. very poor-many significant errors.

11. The level of scientific and/or mathematical language is (check one):

- a. difficult for students even with class discussion.
- b. understandable with class discussion.
- c. understandable without class discussion.
- d. trivial for students at this level.

12. Please list significant omissions (open ended).

"Treatment of the philosophical and theoretical foundations underlying the research process were inadequately emphasized."

13. Further Comments:

"Chapters 2 and 3 of this text provide perhaps the best and most concise approach to a conceptual understanding of descriptive and inferential statistics currently available."

"The problems presented for students are good."

"Since I am the author of the text, I find it quite satisfactory for our Research Design I-course. In fact, I initially wrote the text specifically with that course in mind, the content of which is, and"

STATISTICAL TECHNIQUES

SIG:PER
 Text Survey

Bailey, Daniel E. Probability and Statistics: Models for Research,
 1st Edition, John Wiley & Sons, N.Y. 1971

Number of Reviewers = 1

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

- a. producers of....(e.g. research)
- b. largely producers, some consumers of.... (e.g. research)
- c. largely consumers, some producers of.... (e.g. research)
- d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of the material: check on

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

4. Would you recommend this book for (check all that apply):

- a. undergraduates.
- b. master's students--require of all students.
- c. master's students particularly interested in the topic
- d. doctoral students--require of all students.
- e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

- a. none.
- b. descriptive statistics only.
- c. some inference, e.g. chi-square, t-tests.
- d. more inference, e.g. fixed effects ANOVA, multiple correlation.
- e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

- a. enthusiastic.
- b. fairly positive.
- c. mixed: some positive.
- d. neutral.
- e. somewhat negative.
- f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable
is the overall conceptual development of this text: (check one)

1 a. outstanding.
 b. good.
 c. somewhat poor.
 d. very poor.

8. Is the breadth (variety) of topic coverage (check one):

1 a. entirely adequate.
 b. fairly adequate.
 c. some significant omissions.
 d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

1 a. entirely adequate.
 b. fairly adequate.
 c. some significant omissions.
 d. entirely inadequate.

10. The technical accuracy of the book is (check one):

1 a. excellent.
 b. generally good.
 c. poor--some significant errors.
 d. very poor--many significant errors.

11. The level of scientific and/or mathematical language is (check one):

 a. difficult for students even with class discussion.
1 b. understandable with class discussion.
 c. understandable without class discussion.
 d. trivial for students at this level.

12. Please list significant omissions (open ended).

13. Further comments:

"More discussion on contingency tables would be helpful."

SIG:PER
 Text Survey

Downie, N.M. and R.W. Heath Basic Statistical Methods, 3rd Edition
 Harper & Row, N.Y. 1970

Number of Reviewers = 4

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

- a. producers of....(e.g. research)
- b. largely producers, some consumers of.... (e.g. research)
- c. largely consumers, some producers of.... (e.g. research)
- d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of the material: check one

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

4. Would you recommend this book for (check all that apply):

- a. undergraduates.
- b. master's students--require of all students.
- c. master's students particularly interested in the topic
- d. doctoral students--require of all students.
- e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

- a. none.
- b. descriptive statistics only.
- c. some inference, e.g. chi-square, t-tests.
- d. more inference, e.g. fixed effects ANOVA, multiple correlation.
- e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

- a. enthusiastic.
- b. fairly positive.
- c. mixed: some positive.
- d. neutral.
- e. somewhat negative.
- f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable
Is the overall conceptual development of this text: (check one)

- a. outstanding.
- b. good.
- c. somewhat poor.
- d. very poor.

8. If the breadth (variety) of topic coverage (check one):

- 2 a. entirely adequate.
- 1 b. fairly adequate.
- 1 c. some significant omissions.
- d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

- a. entirely adequate.
- 4 b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

10. The technical accuracy of the book is (check one):

- a. excellent.
- 4 b. generally good.
- c. poor--some significant errors.
- d. very poor--many significant errors.

11. The level of scientific and/or mathematical language is (check one):

- a. difficult for students even with class discussion.
- 4 b. understandable with class discussion.
- c. understandable without class discussion.
- d. trivial for students at this level.

12. Please list significant omissions (open ended).

"Handling of Students' t is confusing - also problems at end of chapters poorly chosen."

13. Further comments:

"Fairly clearly written but not as up to date or comprehensive as Minium's book."

"Why deal with grouped data in an introductory text? - or in any text for that matter? This is the day of calculators and computers."

"This is one of the best statistics books on the market for students with a limited mathematical background."

SIG:PER
Text Survey

Ferguson, G.A. Statistical Analysis in Psychology & Education, 3rd Edition, McGraw Hill, N.Y. 1971

Number of Reviewers = 2

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

- a. producers of....(e.g. research)
- b. largely producers, some consumers of.... (e.g. research)
- c. largely consumers, some producers of.... (e.g. research)
- d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of the material: check on

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

4. Would you recommend this book for (check all that apply):

- a. undergraduates.
- b. master's students--require of all students.
- c. master's students particularly interested in the topic
- d. doctoral students--require of all students.
- e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

- a. none.
- b. descriptive statistics only.
- c. some inference, e.g. chi-square, t-tests.
- d. more inference, e.g. fixed effects ANOVA, multiple correlation.
- e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

- a. enthusiastic.
- b. fairly positive.
- c. mixed: some positive.
- d. neutral.
- e. somewhat negative.
- f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable
is the overall conceptual development of this text: (check one)

- a. outstanding.
- b. good.
- c. somewhat poor.
- d. very poor.

8. If the breadth (variety) of topic coverage (check one):

- 1 a. entirely adequate.
- 1 b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

- 1 a. entirely adequate.
- 1 b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

10. The technical accuracy of the book is (check one):

- 1 a. excellent.
- 1 b. generally good.
- c. poor--some significant errors.
- d. very poor--many significant errors.

11. The level of scientific and/or mathematical language is (check one):

- a. difficult for students even with class discussion.
- 2 b. understandable with class discussion.
- c. understandable without class discussion.
- d. trivial for students at this level.

12. Please list significant omissions (open ended).

"Not enough on interpretation of findings."

SIG:PER
Text Survey

Glass, Gene V. and Julian C. Stanley Statistical Methods in Education and Psychology, Prentice Hall, Englewood Cliffs 1970

Number of Reviewers = 2

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

1 a. producers of....(e.g. research)
 b. largely producers, some consumers of.... (e.g. research)
1 c. largely consumers, some producers of.... (e.g. research)
 d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of the material: check on

 a. below average is sufficient.
1 b. average.
1 c. above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

 a. below average is sufficient.
1 b. average.
1 c. above average is necessary.

4. Would you recommend this book for (check all that apply):

 a. undergraduates.
 b. master's students--require of all students.
1 c. master's students particularly interested in the topic
1 d. doctoral students--require of all students.
2 e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

1 a. none.
 b. descriptive statistics only.
1 c. some inference, e.g. chi-square, t-tests.
 d. more inference, e.g. fixed effects ANOVA, multiple correlation.
 e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

 a. enthusiastic.
 b. fairly positive.
1 c. mixed: some positive.
 d. neutral.
1 e. somewhat negative.
 f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable is the overall conceptual development of this text: (check one)

- a. outstanding.
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- d. very poor.

8. Is the breadth (variety) of topic coverage (check one):

- a. entirely adequate.
- b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

- a. entirely adequate.
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- a. excellent.
- b. generally good.
- c. poor--some significant errors.
- d. very poor--many significant errors.

11. The level of scientific and/or mathematical language is (check one):

- a. difficult for students even with class discussion.
- b. understandable with class discussion.
- c. understandable without class discussion.
- d. trivial for students at this level.

12. Please list significant omissions (open ended).

"Advanced correlational topics."

"Non Parametric techniques - However, including these would make the text just too long."

13. Further comments:

"This book is technically correct and uses notation that most students can easily handle. It is to be highly recommended."

"The majority of doctoral students in education find the text quite difficult, particularly the notation, which is quite complex; the result is a strong affective barrier against not only the book but the course as well."

SIG:PER
Text Survey

Harp, W.L. Statistics for the Social Sciences, Holt Rinehart & Winston Inc.
N.Y. 1973

Number of Reviewers = 1

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

- a. producers of....(e.g. research)
- b. largely producers, some consumers of.... (e.g. research)
- c. largely consumers, some producers of.... (e.g. research)
- d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of the material: check on

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

4. Would you recommend this book for (check all that apply):

- a. undergraduates.
- b. master's students--require of all students.
- c. master's students particularly interested in the topic
- d. doctoral students--require of all students.
- e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

- a. none.
- b. descriptive statistics only.
- c. some inference, e.g. chi-square, t-tests.
- d. more inference, e.g. fixed effects ANOVA, multiple correlation.
- e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

- a. enthusiastic.
- b. fairly positive.
- c. mixed: some positive.
- d. neutral.
- e. somewhat negative.
- f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable
is the overall conceptual development of this text: (check one)

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- b. good.
- c. somewhat poor.
- d. very poor.

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- 1 a. entirely adequate.
- b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

- 1 a. entirely adequate.
- b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

10. The technical accuracy of the book is (check one):

- 1 a. excellent.
- b. generally good.
- c. poor--some significant errors.
- d. very poor--many significant errors.

11. The level of scientific and/or mathematical language is (check one):

- a. difficult for students even with class discussion.
- 1 b. understandable with class discussion.
- c. understandable without class discussion.
- d. trivial for students at this level.

12. Please list significant omissions (open ended).

"Excellent coverage."

13. Further comments:

"Probably the best stat text in the field - at the intermediate/
advanced level - excellent presentation."

SIG:PER
Text Survey

Minium, E.W. Statistical Reasoning in Education & Psychology,
John Wiley & Sons, N.Y. 1970

Number of Reviewers = 1

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

- a. producers of....(e.g. research)
- b. largely producers, some consumers of.... (e.g. research)
- c. largely consumers, some producers of.... (e.g. research)
- d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of the material: check on

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

4. Would you recommend this book for (check all that apply):

- a. undergraduates.
- b. master's students--require of all students.
- c. master's students particularly interested in the topic
- d. doctoral students--require of all students.
- e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

- a. none.
- b. descriptive statistics only.
- c. Some inference, e.g. chi-square, t-tests.
- d. more inference, e.g. fixed effects ANOVA, multiple correlation.
- e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

- a. enthusiastic.
- b. fairly positive.
- c. mixed: some positive.
- d. neutral.
- e. somewhat negative.
- f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable is the overall conceptual development of this text: (check one)

- a. outstanding.
- b. good.
- c. somewhat poor.
- d. very poor.

8. Is the breadth (variety) of topic coverage (check one):

- a. entirely adequate.
- b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

- 1 a. entirely adequate.
- b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

10. The technical accuracy of the book is (check one):

- 1 a. excellent.
- b. generally good.
- c. poor--some significant errors.
- d. very poor--many significant errors.

11. The level of scientific and/or mathematical language is (check one):

- a. difficult for students even with class discussion.
- b. understandable with class discussion.
- c. understandable without class discussion.
- d. trivial for students at this level.

12. Please list significant omissions (open ended).

"Nonparametric statistics."

13. Further comments:

"It is just about the best basic stat. presently available."

"It will soon be revised for 2nd edition."

"Extremely well written."

SIG:PER
 Text Survey

Popham, W.J. and K.A. Sirotnik Educational Statistics, Use & Interpretation, 2nd Edition, Harper & Row, N.Y. 1967

Number of Reviewers = 4

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

- a. producers of....(e.g. research)
- b. largely producers, some consumers of.... (e.g. research)
- c. largely consumers, some producers of.... (e.g. research)
- d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of the material: check on

- 1 a. below average is sufficient.
- 3 b. average.
- c. above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

- 1 a. below average is sufficient.
- 3 b. average.
- c. above average is necessary.

4. Would you recommend this book for (check all that apply):

- 2 a. undergraduates.
- 1 b. master's students--require of all students.
- 1 c. master's students particularly interested in the topic
- 1 d. doctoral students--require of all students.
- e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

- 4 a. none.
- b. descriptive statistics only.
- c. Some inference, e.g. chi-square, t-tests.
- d. more inference, e.g. fixed effects ANOVA, multiple correlation.
- e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

- 4 a. enthusiastic.
- b. fairly positive.
- c. mixed: some positive.
- d. neutral.
- e. somewhat negative.
- f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable
Is the overall conceptual development of this text: (check one)

 a. outstanding.
4 b. good.
 c. somewhat poor.
 d. very poor.

8. Is the breadth (variety) of topic coverage (check one):

 a. entirely adequate.
3 b. fairly adequate.
1 c. some significant omissions.
 d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

 a. entirely adequate.
1 b. fairly adequate.
3 c. some significant omissions.
 d. entirely inadequate.

10. The technical accuracy of the book is (check one):

 a. excellent.
2 b. generally good.
1 c. poor--some significant errors.
1 d. very poor--many significant errors.

11. The level of scientific and/or mathematical language is (check one):

 a. difficult for students even with class discussion.
2 b. understandable with class discussion.
2 c. understandable without class discussion.
 d. trivial for students at this level.

12. Please list significant omissions (open ended).

"Various types of correlation coefficients - (phi, biserial, etc)."

"Interpretation of r^2 ."

"Post hoc comparisons - ANOVA."

"Advanced topics, e.g. multivariate, single-subject procedures."

"ANOVA tests for homogeneity are inaccurate. Give students idea that t-test tests for homogeneity are OK to use when in fact not."

"Many, many errors in appendix of answers to homework items."

Popham and Sirotnik (continued)

"Many, many errors in textual presentations of 2nd edition that were made in 1st edition (and after poor editorial work)."

"An errata sheet should be provided."

13. Further comments:

"1st edition is full of mistakes - computational especially - some conceptual errors as well. Have at least 2nd edition to see if these errors have been corrected."

"Liked original format, general introduction, followed by computational chapter."

"Much better than 1st edition."

"It is good for the first semester students like it very much and often seek out copies when they are studying Stat from a more difficult text."

"After a somewhat lengthy review of the primary educational statistics texts available, I found the above listed text to be the best suited for students who come into the advanced degree programs with a wide variety of basic knowledge in statistics. Entering students may range from those who have had no math since high school, to the math major. Hence the choice which allows the student to move at his own pace."

"Regardless of errors of omission and commission, this Stats book is the easiest for students to read, comprehend, and use as a source book (at a later date). It does need instructor clarification."

SIG:PER
Text Survey

Winer, B.J. Statistical Principles in Experimental Design,
McGraw-Hill Book Company, N.Y. 1972

Number of Reviewers = 1

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

- a. producers of....(e.g. research)
- b. largely producers, some consumers of.... (e.g. research)
- c. largely consumers, some producers of.... (e.g. research)
- d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of the material: check on

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

4. Would you recommend this book for (check all that apply):

- a. undergraduates.
- b. master's students--require of all students.
- c. master's students particularly interested in the topic
- d. doctoral students--require of all students.
- e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

- a. none.
- b. descriptive statistics only.
- c. Some inference, e.g. chi-square, t-tests.
- d. more inference, e.g. fixed effects ANOVA, multiple correlation.
- e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

- a. enthusiastic.
- b. fairly positive.
- c. mixed: some positive.
- d. neutral.
- e. somewhat negative.
- f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable
is the overall conceptual development of this text: (check one)

- a. outstanding.
- b. good.
- c. somewhat poor.
- d. very poor.

8. Is the breadth (variety) of topic coverage, (check one):

- 1 a. entirely adequate.
- b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

- 1 a. entirely adequate.
- b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

10. The technical accuracy of the book is (check one):

- 1 a. excellent.
- b. generally good.
- c. poor--some significant errors.
- d. very poor--many significant errors.

11. The level of scientific and/or mathematical language is (check one):

- 1 a. difficult for students even with class discussion.
- b. understandable with class discussion.
- c. understandable without class discussion.
- d. trivial for students at this level.

12. Please list significant omissions (open ended).

13. Further comments:

"Advanced and difficult to grasp - some topics made unnecessarily difficult."

MEASUREMENT

SIG:PER
Text Survey

Ahmann, Stanley J. and Marvin D. Glock Measuring & Evaluating Educational Achievement, Allyn & Bacon, Boston 1971

Number of Reviewers = 2

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

- a. producers of....(e.g. research)
- b. largely producers, some consumers of.... (e.g. research)
- c. largely consumers, some producers of.... (e.g. research)
- d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of the material: check on

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

3. Level of verbal ability required for comprehension of the materials: (check one)

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

4. Would you recommend this book for (check all that apply):

- a. undergraduates.
- b. master's students--require of all students.
- c. master's students particularly interested in the topic
- d. doctoral students--require of all students.
- e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

- a. none.
- b. descriptive statistics only.
- c. Some inference, e.g. chi-square, t-tests.
- d. more inference, e.g. fixed effects ANOVA, multiple correlation.
- e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

- a. enthusiastic.
- b. fairly positive.
- c. mixed: some positive.
- d. neutral.
- e. somewhat negative.
- f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable in the overall conceptual development of this text: (check one)

1 a. outstanding.
1 b. good.
 c. somewhat poor.
 d. very poor.

8. Is the breadth (variety) of topic coverage (check one):

 a. entirely adequate.
1 b. fairly adequate.
1 c. some significant omissions.
 d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

 a. entirely adequate.
2 b. fairly adequate.
 c. some significant omissions.
 d. entirely inadequate.

10. The technical accuracy of the book is (check one):

1 a. excellent.
1 b. generally good.
 c. poor--some significant errors.
 d. very poor--many significant errors.

11. The level of scientific and/or mathematical language is (check one):

 a. difficult for students even with class discussion.
1 b. understandable with class discussion.
1 c. understandable without class discussion.
 d. trivial for students at this level.

12. Please list significant omissions (open ended),

"Needs chapter on criterion referenced testing."

"Needs better section on descriptive statistics."

SIG:PER
Text Survey

Cronback, Lee J. Essentials of Psychological Testing, 3rd Edition,
Harper & Row, N.Y. 1970

Number of Reviewers = 1

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

- a. producers of....(e.g. research)
- b. largely producers, some consumers of.... (e.g. research)
- c. largely consumers, some producers of.... (e.g. research)
- d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of the material: check on

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

4. Would you recommend this book for (check all that apply):

- a. undergraduates.
- b. master's students--require of all students.
- c. master's students particularly interested in the topic
- d. doctoral students--require of all students.
- e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

- a. none.
- b. descriptive statistics only.
- c. Some inference, e.g. chi-square, t-tests.
- d. more Inference, e.g. fixed effects ANOVA, multiple correlation.
- e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

- a. enthusiastic.
- b. fairly positive.
- c. mixed: some positive.
- d. neutral.
- e. somewhat negative.
- f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable
Is the overall conceptual development of this text: (check one)

1 a. outstanding.
 b. good.
 c. somewhat poor.
 d. very poor.

8. Is the breadth (variety) of topic coverage (check one):

1 a. entirely adequate.
 b. fairly adequate.
 c. some significant omissions.
 d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

1 a. entirely adequate.
 b. fairly adequate.
 c. some significant omissions.
 d. entirely inadequate.

10. The technical accuracy of the book is (check one):

1 a. excellent.
 b. generally good.
 c. poor--some significant errors.
 d. very poor--many significant errors.

11. The level of scientific and/or mathematical language is (check one):

1 a. difficult for students even with class discussion.
 b. understandable with class discussion.
 c. understandable without class discussion.
 d. trivial for students at this level.

12. Please list significant omissions (open ended).

13. Further comments:

"I wish Cronback had stuck with reliability instead of introducing the new term of generalizability. Book is too long for a 3-hour course for typical grad students in education."

SIG:PER
Text Survey

Ebel, Robert Essentials of Education Measurement, Prentice Hall,
Englewood Cliffs 1972

Number of Reviewers = 2

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

- a. producers of....(e.g. research)
- b. largely producers, some consumers of.... (e.g. research)
- c. largely consumers, some producers of.... (e.g. research)
- d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of the material: check on

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

4. Would you recommend this book for (check all that apply):

- a. undergraduates.
- b. master's students--require of all students.
- c. master's students particularly interested in the topic
- d. doctoral students--require of all students.
- e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

- a. none.
- b. descriptive statistics only.
- c. Some inference, e.g. chi-square, t-tests.
- d. more inference, e.g. fixed effects ANOVA, multiple correlation.
- e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

- a. enthusiastic.
- b. fairly positive.
- c. mixed: some positive.
- d. neutral.
- e. somewhat negative.
- f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable
is the overall conceptual development of this text: (check one)

1 a. outstanding.
1 b. good.
 c. somewhat poor.
 d. very poor.

8. Is the breadth (variety) of topic coverage (check one):

2 a. entirely adequate.
 b. fairly adequate.
 c. some significant omissions.
 d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

2 a. entirely adequate.
 b. fairly adequate.
 c. some significant omissions.
 d. entirely inadequate.

10. The technical accuracy of the book is (check one):

2 a. excellent.
 b. generally good.
 c. poor--some significant errors.
 d. very poor--many significant errors.

11. The level of scientific and/or mathematical language is (check one):

 a. difficult for students even with class discussion.
1 b. understandable with class discussion.
1 c. understandable without class discussion.
 d. trivial for students at this level.

12. Please list significant omissions (open ended).

13. Further comments:

"Good intermediate level text in tests and measurement."

"One of the most scholarly and thorough books in educational measurements."

"This second edition adds a great deal of material that is superfluous for a course in test construction. Original version, which is incorporated in this second edition without change, was more suitable. What we have now places too much emphasis on test construction for a first course in tests and measurements, and too much emphasis on introductory measurement material for a course in test construction."

SIG:PER
Text Survey

Gronlund, N.E. Measurement and Evaluation in Teaching, Macmillan, N.Y. 1971

Number of Reviewers = 1

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

- a. producers of....(e.g. research)
- b. largely producers, some consumers of.... (e.g. research)
- c. largely consumers, some producers of.... (e.g. research)
- d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of the material: check on

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

4. Would you recommend this book for (check all that apply):

- 1 a. undergraduates.
- 1 b. master's students--require of all students.
- c. master's students particularly interested in the topic
- d. doctoral students--require of all students.
- e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the material? (check one)

- I a. none.
- b. descriptive statistics only.
- c. some inference, e.g. chi-square, t-tests.
- d. more inference, e.g. fixed effects ANOVA, multiple correlation.
- e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

- I a. enthusiastic.
- b. fairly positive.
- c. mixed: some positive.
- d. neutral.
- e. somewhat negative.
- f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable
is the overall conceptual development of this text: (check one)

- a. outstanding.
- b. good.
- c. somewhat poor.
- d. very poor.

8. If the breadth (variety) of topic coverage (check one):

- a. entirely adequate.
- b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

- a. entirely adequate.
- b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

10. The technical accuracy of the book is (check one):

- a. excellent.
- b. generally good.
- c. poor--some significant errors.
- d. very poor--many significant errors.

11. The level of scientific and/or mathematical language is (check one):

- a. difficult for students even with class discussion.
- b. understandable with class discussion.
- c. understandable without class discussion.
- d. trivial for students at this level.

12. Please list significant omissions (open ended).

13. Further comments:

"A good supplement is two paper backs by Gronlund.
Stating Behavioral Objectives for Classroom Instruction,
Macmillan 1970
Preparing Criterion and Referenced Tests for Classroom Instruction,
Macmillan 1973"

"The best presentation (middle of the road) of Behavioral Objectives,
I have read."

SIG:PER
Text Survey

Hopkins, Kenneth and Julian Stanley Educational and Psychological Measurement and Evaluation, Prentice-Hall, Englewood Cliffs 1972

Number of Reviewers = 1

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

- a. producers of....(e.g. research)
- b. largely producers, some consumers of.... (e.g. research)
- c. largely consumers, some producers of.... (e.g. research)
- d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of the material: check on

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

- a. below average is sufficient.
- b. average.
- c. above average is necessary.

4. Would you recommend this book for (check all that apply):

- a. undergraduates.
- b. master's students--require of all students.
- c. master's students particularly interested in the topic
- d. doctoral students--require of all students.
- e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

- a. none.
- b. descriptive statistics only.
- c. some inference, e.g. chi-square, t-tests.
- d. more inference, e.g. fixed effects ANOVA, multiple correlation.
- e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

- a. enthusiastic.
- b. fairly positive.
- c. mixed: some positive.
- d. neutral.
- e. somewhat negative.
- f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable
Is the overall conceptual development of this text: (check one)

- a. outstanding.
- b. good.
- c. somewhat poor.
- d. very poor.

8. If the breadth (variety) of topic coverage (check one):

- a. entirely adequate.
- b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

- a. entirely adequate.
- b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

10. The technical accuracy of the book is (check one):

- a. excellent.
- b. generally good.
- c. poor--some significant errors.
- d. very poor--many significant errors.

11. The level of scientific and/or mathematical language is (check one):

- a. difficult for students even with class discussion.
- b. understandable with class discussion.
- c. understandable without class discussion.
- d. trivial for students at this level.

12. Please list significant omissions (open ended),

"No treatment of the Psychomotor Domain or assessment procedures
for that area."

13. Further comments:

"A number of current texts are far superior; for example,
Ebel's Essentials of Ed. Measurement, especially in its treatment
of relevant research."

"The book illustrates the deplorable tendency of some authors to
cite their own and their students' work extensively, which results
in a rather lopsided view of some topics."

SIG:PER
Text Survey

Thorndike, Robert L. and E.P. Hagen Measurement and Evaluation in Psychology & Education, 2nd Edition, John Wiley & Sons, N.Y. 1961

Number of Reviewers = 1

Referring to the text book you listed above, please respond to the following items in terms of your recommendations for its use.

1. Students' eventual orientation to the topic of the book (check one)

- a. producers of....(e.g. research)
- b. largely producers, some consumers of.... (e.g. research)
- c. largely consumers, some producers of.... (e.g. research)
- d. exclusively consumers of.... (e.g. research)

2. Level of quantitative ability required for students' comprehension of the material: check one

- 1 a. below average is sufficient.
- b. average.
- c. above average is necessary.

3. Level of verbal ability required for comprehension of the material: (check one)

- a. below average is sufficient.
- 1 b. average.
- c. above average is necessary.

4. Would you recommend this book for (check all that apply):

- a. undergraduates.
- 1 b. master's students--require of all students.
- c. master's students particularly interested in the topic
- d. doctoral students--require of all students.
- e. doctoral students particularly interested in the topic.

5. What statistics background is necessary for comprehension of the materials? (check one)

- a. none.
- 1 b. descriptive statistics only.
- c. some inference, e.g. chi-square, t-tests.
- d. more inference, e.g. fixed effects ANOVA, multiple correlation.
- e. extensive background, e.g. factor analysis, multivariate models.

6. Student reactions to the text are primarily (check one):

- a. enthusiastic.
- 1 b. fairly positive.
- c. mixed: some positive.
- d. neutral.
- e. somewhat negative.
- f. quite negative.

7. Assuming that a sequential order of topic presentation is desirable
is the overall conceptual development of this text: (check one)

- a. outstanding.
- b. good.
- c. somewhat poor.
- d. very poor.

8. Is the breadth (variety) of topic coverage (check one):

- a. entirely adequate.
- b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

9. Is the depth (detail) of topics (check one):

- a. entirely adequate.
- b. fairly adequate.
- c. some significant omissions.
- d. entirely inadequate.

10. The technical accuracy of the book is (check one):

- a. excellent.
- b. generally good.
- c. poor--some significant errors.
- d. very poor--many significant errors.

11. The level of scientific and/or mathematical language is (check one):

- a. difficult for students even with class discussion.
- b. understandable with class discussion.
- c. understandable without class discussion.
- d. trivial for students at this level.

12. Please list significant omissions (open ended).

13. "A good book for a first course in the field, but this edition added little in the way of new material; it really wasn't necessary."